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FLES--A GUIDE FOR PROGRAM REVIEW.
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THE FIRST DRAFT OF THIS FLES PROGRAM REVIEW GUIDE WAS INFLUENCED BY THE LONG-ESTABLISHED GUIDE FOR REVIEW OF SECONDARY SCHOOL LANGUAGE PROGRAMS. SEVERAL INFLUENTIAL SOURCES FOR THE GUIDE ARE LISTED, INCLUDING (1) PROFESSIONAL LITERATURE ON FLES, (2) STATEMENTS PUBLISHED BY STATE DEPARTMENTS OF EDUCATION AND THE UNITED STATES OFFICE OF EDUCATION, (3) OBSERVATION OF FLES CLASSES, AND (4) DISCUSSIONS WITH FLES TEACHERS AND LOCAL SCHOOL ADMINISTRATORS. A COPY OF THE FIRST DRAFT IS SUPPLIED FOR THE PURPOSE OF ENCOURAGING PUBLIC SUGGESTIONS AND CRITICISMS. THIS ARTICLE APPEARED IN "THE MODERN LANGUAGE JOURNAL," VOLUME 52, NUMBER 1, JANUARY 1968, PAGES 16-23. (AF)

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FLES: A Guide for Program Review

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THE Bureau of Foreign Languages Education of the New York State Education Department—with curricular and editorial support from the Bureau of Elementary Curriculum Development—has long supported the teaching of foreign languages in the elementary schools of New York State. Surveys to determine the status of FLES in New York State were conducted in 1957 and 1963 and the findings were published in the same years by the State Education Department. During the academic year 1967–1968, a third major survey of FLES and FLES activities will be conducted with a view toward identifying the major problem areas of FLES and providing increased supervisory services and assistance to those school districts which are either presently offering FLES or to those districts which are considering introducing FLES into the elementary curriculum.

Since 1962, two FLES curriculum statements have been prepared and published by the combined efforts of the State Education Department specialists in elementary curriculum and foreign-language education, and classroom teachers and supervisors of FLES: *Introducing Children to Languages* (1962) and *French for Elementary Schools* (1966). Companion publications to the French statement, tentatively titled *German for Elementary Schools* and *Spanish for Elementary Schools*, are now in preparation.

The increased State Education Department involvement expected to grow out of the findings of the planned statewide survey of FLES will doubtless address itself to a variety of problem areas. One such area—long-since identified by FLES teachers and local school administrators as perhaps the least satisfactory aspect of FLES—is that of program evaluation. The concern with evaluation is such that we have anticipated somewhat the findings of the FLES survey and we have developed an instrument which can be useful to teachers and administrators concerned with FLES. In developing the program review guide, we have drawn from the following sources: (1) professional literature on the subject of FLES; (2) statements published

by this and other State departments of education and the United States Office of Education; (3) policy statements issued by professional foreign-language organizations on the State and national level; (4) foreign-language evaluative instruments devoted wholly or partially to the special problems of FLES; (5) observations of countless FLES classes and lengthy dialogues with FLES teachers and local school administrators. It must be added that this guide is coordinated with the long-established guide for review of secondary school foreign-language programs and that it has unquestionably been influenced by it both in the letter and in the spirit.

It must be stressed that the accompanying program review guide is not designed to yield a "score" that could possibly be used to encourage invidious comparisons between unlike FLES programs. The guide is intended for use on the local level by local people. The items in this instrument are of two types: primarily informational, data-eliciting (e.g., I,5; II,1); primarily evaluative. The former are of historical interest, pertinent to a general appreciation of the origin and establishment of the program, and sometimes giving insight into the district-wide foreign language program at all levels. The latter combine both to provide evidence of the quality of the program and to enumerate some of the elements of a sound program.

Although most of the evaluative questions require "Yes" or "No" answers, there is no pattern to the answers possibly elicited. For example, it is quite probable—but not absolutely inevitable—that a "Yes" answer to I, 10, will give more evidence of a sound program than will a "No" answer. On the other hand, it is relatively certain that "No" answers to I, 11, 12, 13 will give more evidence of a sound program than will "Yes" answers to those questions.

No key with the "right" answers is supplied. This means that the self-evaluators (administrators and FLES teachers) will have to be knowledgeable in general and specific terms. We at the State level know what we want and what we urge our colleagues in the classroom to develop. However, they are usually in a good position to determine the priorities they should adopt in improving any weaknesses revealed by the survey. To be sure, we stand ready to help them interpret their self-evaluation in the light of the principles to which we have agreed among ourselves, which we have made known in Department manuals, professional publications, and public as well as private addresses, with most of which they are presumably familiar.

The accompanying guide for program review has been revised and restructured several times in the interests of brevity and ease of interpretation and completion. The present length, we believe, best serves these considerations without compromising the interests of those persons whose expressions of concern caused us to develop this guide. It is expected that the program review guide—in its present or somewhat revised form—will be incorporated in the German and Spanish statements now in preparation.

The program review guide is viewed by its authors as little more than a first draft. We encourage readers to offer suggestions and criticism and to communicate them to us.

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FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL (FLES) A GUIDE FOR PROGRAM REVIEW

I. PROGRAM OBJECTIVES

1. Is there a successful and well-established sequence of foreign-language instruction in grades 7 through 12? YES ☐ NO ☐
   If your answer to the above question is NO, please explain briefly: _____
2. Have FLES pupils and their parents been informed of the objectives and implications of the FLES program, e.g., a commitment to pursue the study of that language through grade 12? YES ☐ NO ☐

If your answer to the above question is YES, please indicate the means by which this information was conveyed: _____

_____

3. Have specific and clearly formulated objectives (listening, speaking, reading, writing, cultural insight) been developed for the FLES program? YES ☐ NO ☐
4. Does the FLES instruction reflect the stated objectives of the program? YES ☐ NO ☐
5. What single group provided the leadership in establishing the FLES program?
   a. Local school administration ☐
   b. Board of Education ☐
   c. P.T.A. ☐
   d. Foreign-language supervisor or chairman ☐
   e. Foreign-language teachers ☐
   f. Other: _____
6. Do the elementary classroom teachers (those involved in the program as well as those not directly affected by its impact) fully understand and endorse the FLES program? YES ☐ NO ☐
7. Do elementary school administrators fully understand and endorse the FLES program? YES ☐ NO ☐
8. Are FLES teachers aware of and do they identify with the objectives of the foreign-language program in grades 7–12? YES ☐ NO ☐
9. Do the secondary language teachers fully understand and endorse the FLES program? YES ☐ NO ☐
10. Were the secondary language teachers involved in formulating the objectives—both general and specific—of the FLES program? YES ☐ NO ☐
11. Is the FLES program viewed as an "enrichment" feature—preparatory to bona fide language instruction in grade 7? YES ☐ NO ☐
    If your answer is YES to the above question, please explain briefly: _____

    _____

    _____

12. Is the FLES program considered "experimental" by the local school administration, the FLES teachers, and the rest of the staff? YES ☐ NO ☐
13. Does the approach to language learning change radically in grade 7? YES ☐ NO ☐
    If your answer to the above question is YES, please explain briefly: _____

    _____

    _____

II. PROGRAM ORGANIZATION

1. In what year was FLES introduced in your school district? 19—
2. Has FLES been offered continuously since the above date? YES ☐ NO ☐
   If your answer is NO to the above question, please explain: _____

   _____

   _____

3. FLES begins in grade _____.
4. Frequency and Duration of Instruction

Grade	No. of Sessions per Week	Minutes per Session	No. of Weeks
1			
2			
3			
4			
5			
6			

   If No. of Weeks is less than 40, please explain: _____

   _____

5. What language(s) is (are) being taught during the current academic year (19 –)?

Language (Please check)	Pupil Enrollment by Grade					
	1	2	3	4	5	6
French ☐						
Spanish ☐						
German ☐						
Italian ☐						
Russian ☐						
Other:						

6. Are the languages taught during the current academic year (19 –) the same as those taught last year (19 –)? YES ☐ NO ☐
   If your answer to the above question is NO, please explain: _____

7. What was the major determining factor in the choice of the language(s) presently being taught in the elementary schools?
   a. Availability of teachers ☐
   b. National origin of large segment of community ☐
   c. Foreign-language offerings in the junior high school ☐
   d. Community desires ☐

8. Are the languages which are taught in the elementary schools offered in grades 7–9? YES ☐ NO ☐
   If your answer to the above question is NO, please explain briefly: _____

III. SELECTION OF PUPILS

1. How are pupils selected for admission to the FLES program?
   a. 100% grade-wide ☐
   b. Grade-wide with some exceptions ☐
   c. Selected pupils ☐
   (1) If you check option *b*, please list the types of exceptions: _____
   (2) If you check option *c*, please describe criteria for selection: _____

2. Do successful pupils continue FLES through grade 6? YES ☐ NO ☐
   If your answer to the above question is NO, please explain: _____

3. Are all FLES pupils retained through grade 6? YES ☐ NO ☐
   If your answer to the above question is NO, please explain briefly your criteria for retention: _____

IV. ADMINISTRATION AND SUPERVISION OF THE PROGRAM

1. Is FLES instruction provided during the normal school hours? YES ☐ NO ☐

   If your answer to the above question is NO, please explain: _____

   _____

2. Is provision made for each successful pupil to continue the FLES language in grade 7? YES ☐ NO ☐
3. Placement of successful FLES pupils in grade 7:
   a. Separate, sequential track ☐
   b. Treated the same as beginners ☐
4. Pattern of FLES Instruction
   a. Itinerant FLES specialist(s) ☐
   b. TV Instruction ☐
   c. Elementary classroom teacher(s) ☐
   d. Other: _____
5. Title and publisher-producer of TV series (if applicable): _____

   _____

   _____
6. Name of person directly responsible for the FLES program:

   _____ Title: _____
7. Responsibilities of the person named above:

	K–6	7–9	10–12
a. Curriculum development	☐	☐	☐
b. Selection of materials	☐	☐	☐
c. Coordination of the FL program	☐	☐	☐
d. Supervision of FL teachers	☐	☐	☐
e. Teaching ____ (No. of) classes	☐	☐	☐

   f. Other: _____
8. Frequency of supervision of FLES teachers:
   a. at least once a month ☐
   b. at least once a semester ☐
   c. at least once a year ☐
   d. other: _____

V. COORDINATION AND ARTICULATION OF THE PROGRAM

1. How do elementary and junior high school foreign-language teachers coordinate their efforts?
   a. The FLES teacher also teaches the same language in grades 7–9 ☐
   b. Teachers at all levels follow detailed, district-wide curriculum guides ☐
   c. FLES and junior high school teachers informally exchange ideas ☐
   d. Inter-class visitations are arranged ☐
   e. Departmental meetings are scheduled regularly ☐
   f. Other: _____

   _____
2. Frequency of departmental meetings regularly scheduled to coordinate the FL program at all levels:

			As Least Once a Semester	Once a Year
	Monthly	Bimonthly		
a. All foreign-language teachers, district-wide	☐	☐	☐	☐
b. Teachers by language, district-wide	☐	☐	☐	☐
c. All FL teachers, K–9	☐	☐	☐	☐
d. Teachers by language, K–9	☐	☐	☐	☐
e. All FLES Teachers	☐	☐	☐	☐
f. FLES teachers by language	☐	☐	☐	☐

VI. INSTRUCTIONAL STAFF

1.

Language	Teacher	*Type of Certificate* (Early Childhood, Common Branch, N–6, N–9, 7–12)	FL Credit Hours	NDEA Institutes Attended

2. Is each FLES teacher's schedule of instructional or other duties reasonable (not to exceed 200 minutes of instruction daily, exclusive of travel time, where applicable)? YES ☐ NO ☐
3. Is in-service training available locally for the FLES teachers? YES ☐ NO ☐
4. Has each of the FLES teachers taken a FLES methods course? YES ☐ NO ☐
5. Are the FLES teachers thoroughly familiar with current professional literature and developments in teaching FLES? YES ☐ NO ☐
6. Do FLES teachers actively participate in professional meetings, formal study, and intervisitation? YES ☐ NO ☐
7. Have a majority of the FLES teachers spent some time in a country whose language they teach? YES ☐ NO ☐
8. Do the FLES teachers possess insight into the culture whose language they teach? YES ☐ NO ☐
9. Teacher oral proficiency in the target language:

	No. of Teachers
a. Native	☐
b. Near-native	☐
c. Satisfactory	☐
d. Poor	☐

VII. METHODS OF INSTRUCTION

1. Does each presentation allow for maximum participation by each pupil? YES ☐ NO ☐
2. Is the pace of instruction appropriate to the ability of the pupils and the difficulty of the material? YES ☐ NO ☐
3. Do the teachers make frequent and appropriate use of gestures and props in their presentation? YES ☐ NO ☐
4. Are the methods, techniques, and activities of instruction sufficiently varied to maintain pupil interest? YES ☐ NO ☐
5. Do the FLES teachers provide sufficient repetition, substitution, and simple transformation drills? YES ☐ NO ☐
6. Are sufficiently detailed lesson and unit plans kept by the FLES teachers? YES ☐ NO ☐
7. Is each lesson or class session planned around specific and identifiable goals and/or problems? YES ☐ NO ☐
8. Is there observable evidence of careful preparation for each lesson by the FLES teachers? YES ☐ NO ☐
9. Is most of the lesson conducted in the foreign language? YES ☐ NO ☐

   If your answer to the above question is YES, approximately what percent?

   a. 50–70% ☐
   b. 71–90% ☐
   c. over 90% ☐
10. Are pupils assigned and addressed by foreign-language names? YES ☐ NO ☐
11. Are pupil responses audible to pupils in all parts of the classroom and to the teacher? YES ☐ NO ☐
12. Do the FLES teachers make skillful and effective corrections of pupil errors of all types? YES ☐ NO ☐
13. Is there substantially more pupil-talk than teacher-talk? YES ☐ NO ☐
14. Do the FLES teachers systematically review the basic language skills, the structures, and the foreign-language vocabulary? YES ☐ NO ☐
15. Is foreign-language vocabulary presented meaningfully and contextually, rather than as isolated lexical items? YES ☐ NO ☐
16. Is the foreign-language material presented within a structured series of dialogues or basic sentences which are either memorized or near-memorized? YES ☐ NO ☐
17. Are structure or pattern drills used to present and drill the foreign-language grammar? YES ☐ NO ☐
18. Are pupils encouraged and guided to select from and vary upon their repertoire of structures and patterns? YES ☐ NO ☐
19. Are frequent opportunities provided for remedial instruction? YES ☐ NO ☐
20. Are the available foreign-language and foreign-culture resources of the community exploited to advantage? YES ☐ NO ☐

21. Are culturally-authentic songs, dances, and games used only as supporting activities for the learning of the foreign language? YES ☐ NO ☐
22. Are the FLES teachers skilled in preparing and teaching pupils to read? YES ☐ NO ☐

VIII. MATERIALS OF INSTRUCTION

1. Are commercially prepared materials of instruction being used in the FLES program? YES ☐ NO ☐
   a. If the answer to the above question is YES, please supply the following information:

Language	Grade	Materials	Publisher

   b. If the answer to the above question is NO, please describe briefly the FLES materials of instruction: _____

2. Are the FLES materials coordinated with and do they lead into those used in grades 7–9? YES ☐ NO ☐
   If the answer to the above question is YES, please give the title and publisher of the materials used in grade 7: _____
3. Do the course materials reflect the stated objectives of the FLES program? YES ☐ NO ☐
4. Are all FLES teachers using essentially the same instructional materials? YES ☐ NO ☐
   If the answer to the above question is NO, please explain briefly: _____
5. Is the content of the instructional material suitable to the maturity of the pupils? YES ☐ NO ☐
6. Is the content of the instructional material (texts, audiovisual materials, etc.) culturally authentic? YES ☐ NO ☐
7. Are the FLES classrooms physically equipped for the effective use of audiovisual and electro-mechanical equipment? YES ☐ NO ☐
8. Is electro-mechanical equipment used to advantage in the FLES program? YES ☐ NO ☐
   If your answer to the above question is YES, please describe briefly: _____
9. Are audiovisual materials available in sufficient quantity and quality to ensure realization of the objectives of the program? YES ☐ NO ☐
10. Is an adequate library of current literature on the teaching of foreign languages in general and on FLES in particular maintained for teacher information and growth? YES ☐ NO ☐

IX. PUPIL ACHIEVEMENT

1. Is the overall pupil achievement commensurate with the amount of prior instruction? YES ☐ NO ☐
2. Do pupils understand the spoken language on a level commensurate with the amount of prior instruction? YES ☐ NO ☐
3. Do pupils respond in the foreign language reasonably fluently? YES ☐ NO ☐
4. Do pupils respond with accurate pronunciation and intonation? YES ☐ NO ☐

5. Do pupils read the foreign language meaningfully and without resorting to direct translation? YES ☐ NO ☐ N.A. ☐
6. Do pupils use the foreign language outside of class? YES ☐ NO ☐

X. EVALUATION

1. Has the FLES program been evaluated by an educational agency or a consultant from outside the district? YES ☐ NO ☐
2. Is there a planned program of pupil evaluation? YES ☐ NO ☐
3. Do teachers measure achievement with the same or similar examinations? YES ☐ NO ☐
4. Are pupils tested in the area of listening comprehension? YES ☐ NO ☐
5. Is evaluation used to diagnose pupil learning problems? YES ☐ NO ☐
6. Is evaluation used to diagnose areas of instructional weakness? YES ☐ NO ☐
7. How are parents informed of pupil progress?
   a. Regular report card ☐
   b. Special report card ☐
   c. Other: _____
8. Means of evaluating pupil progress at the end of grade 6:
   a. Standardized achievement test ☐
   b. Locally developed achievement test ☐
9. Purpose of administering achievement tests:
   a. Elimination or retention in program in grade 7 ☐
   b. Placement in program in grade 7